



Dean Field Community Primary School Nursery 2021-2022

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022	Monitoring and Evaluation (Impact)
<p>Monitoring</p> <p>Monitor the children's progress throughout the year using target tracker.</p>	<p>HF to baseline the children on entry into the setting, this will take place Autumn 1, Spring 1 and Summer 1 for various intakes.</p> <p>HF to assess all children every half term using the EYFS, recording progress on target tracker and carrying out assessments on the children using individual assessment wallets.</p>	<p>HF responsible for completing the data drop using target tracker.</p> <p>Key workers responsible for completing the children's assessment wallets and setting next steps.</p>	<p>Autumn 1 (week 3) – new children to be baselined on target tracker and within their assessment wallets.</p> <p>End of Autumn 1 – complete data drop and assessment wallets.</p> <p>End of Autumn 2 – complete data drop and assessment wallets.</p>	<p>Spring 1 – new children to be baselined on target tracker and within their assessment wallets.</p> <p>End of Spring 1 - complete data drop and assessment wallets.</p> <p>End of Spring 2 - complete data drop and assessment wallets.</p> <p>Summer 1 - new children to be baselined on target tracker and within their assessment wallets.</p>	<p>End of Summer 1 – complete data drop and assessment wallets.</p> <p>End of Summer 2 – complete data drop and assessment wallets.</p> <p>Handover to next teacher take place in Summer 2.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Children to make 6 or more steps on target tracker assessment.</p> <p>Ensure gap analysis is being effectively used to fill gaps within the children's learning, and to provide appropriate next step targets on next step board.</p>	<p>Next steps identified from GSA and assessment wallets. To set next steps for children to plug any gaps within their development.</p> <p>Using interventions to meet children's next steps and targets.</p> <p>GSA copies given to all Nursery staff and can be accessed on the</p>	<p>HF responsible for monitoring progress on target tracker and completing a GSA.</p> <p>Key workers responsible for identifying next steps within their assessment wallets.</p>	<p>Set next steps for children every half term using the GSA and assessment wallets.</p> <p>Timetable in interventions and update provision map.</p>	<p>Set next steps for children every half term using the GSA and assessment wallets.</p> <p>Timetable in interventions and update provision map.</p>	<p>End of summer 2 – final data drop.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>

	planning board.					
Coverage and Progression						
Parental engagement workshop/information session	Hold a parental workshop to involve parents within the children's learning.	HF to be involved in arranging a workshop to involve parents.	Autumn 1 – baseline stage and plan based on interests. Autumn 2 – use GSA to plan, set next steps or use interventions.	Spring term – use GSA to plan, set next steps or use interventions.	Summer term – use GSA to plan, set next steps or use interventions.	Milestone1: Milestone 2: Milestone 3:
Ensure learning opportunities taking place which meet skills within the EYFS	To plan a challenging environment that enhances skills within the EYFS.	HF to monitor and identify any gaps within the EYFS statements and plan accordingly.				
Assessment						
Tracking the children's communication and language development, using the Early Talk Boost intervention tool.	HF and MR to baseline the children using the Early Talk Boost tool on entry into the setting. The interventions run for 9 weeks, HF and MR will then reassess the children to monitor the progress made. Reception and Year 1 to also use the Early Talk Boost tool to plug gaps from the school closures due to COVID-19.	HF and MR responsible for assessing the children and completing the interventions. (EK in Reception/year 1) HF responsible for monitoring the progress for all groups and inputting onto the assessment grid.	Autumn 1 – all children to be assessed on the Early Talk Boost tool once settled into school. Refer children to SALT/EYST when flagged during assessing Run the intervention for 9 weeks and HF/EK/MR check the children's progress after week 9.	Spring 1 – new nursery children to be assessed on the Early Talk Boost tool and filtered into a group once settled into school. Refer any new children to SALT/EYST when flagged during assessing Run the intervention for 9 weeks and HF/EK/MR check the children's progress after week 9.	Plug any gaps that remain in the children's communication and language skills with the use of social circles or carrying out next steps.	Milestone1: Milestone 2: Milestone 3:
To actively assess children's progress in the areas of learning.	To monitor progress termly using the assessment wallets and target tracker. For key workers to set achievable targets using	HF responsible for assessing via target tracker. Key workers responsible for assessing using	Autumn 1 (week 3) – new children to be baselined on target tracker and within their assessment wallets. End of Autumn 1 – complete data drop and	Spring 1 – new children to be baselined on target tracker and within their assessment wallets. End of Spring 1 - complete data drop and	End of Summer 1 – complete data drop and assessment wallets. End of Summer 2 – complete data drop and	Milestone1: Milestone 2: Milestone 3:

	the next steps board.	assessment wallets.	assessment wallets. End of Autumn 2 – complete data drop and assessment wallets.	assessment wallets. End of Spring 2 - complete data drop and assessment wallets. Summer 1 - new children to be baselined on target tracker and within their assessment wallets.	assessment wallets. Handover to next teacher take place in Summer 2.	
Culture Capital						
Provide children with opportunities/provisions that will add to their cultural capital	To provide children with new and exciting opportunities, giving them real life experiences.	HF to plan in and organise various cultural capital opportunities for different topics across the year.	Autumn 1 and Autumn 2 – Christmas shows, trip to post box, autumn treasure hunts, baking	Spring 1 and Spring 2 – Antarctica – exploring ice, science activity. Making our own ice pops. Growing and planting for beginning of spring.	Summer 1 and Summer 2 – Baking, fruit kebabs – healthy eating, sports day, graduation,	Milestone1: Milestone 2: Milestone 3:
CPD						
To ensure nursery staff are supported with using the new EYFS curriculum. Use iris to record communication and language intervention.	For all staff to begin to use the new EYFS statements when observing children and plugging gaps using the GSA.	All staff completed webinars based on the new EYFS to familiarise themselves. KF to upload observations onto Seesaw for parental view. HF responsible for planning learning opportunities to meet statements.	Autumn 1 – to begin to use the new EYFS when observing. Baseline all children by week 3 of Autumn 1. Provide staff with GSA and plan next steps.	Spring 1 and 2 – assessment on TT and GSA on new EYFS	Summer 1 and 2 – assessment on TT and GSA on new EYFS Share Iris lessons.	Milestone1: Milestone 2: Milestone 3:
SEND Provision						
To make referrals to outside agencies when additional needs recognised.	For staff to identify additional needs and make appropriate referrals and communicate with SENCO.	All staff able to recognise additional needs. HF to make referrals and voice these to school SENCO.	Autumn 1 – new intake, make any needed referrals.	Spring 1 - new intake, make any needed referrals.	Summer 1 - new intake, make any needed referrals.	Milestone1: Milestone 2: Milestone 3:

Working at depth						
For activities to be differentiated for developmental levels, challenging the children appropriately. Phonics and maths groups organised for developmental level.	For HF to plan a challenging environment that offers different outcomes for the developmental level of all children.	HF to plan areas of provision and outcomes for each activity. All staff to be involved in assessing children within their wallets. HF to group children accordingly.	Autumn 1 – new children, phase in group times and build this time up. Baseline children to group them into the correct levels.	Spring 1 – new intake, filter in another group time for the new children.	Summer 1 – All staff to be running a phonics group and children accessing different maths input depending on their age and stage.	Milestone1: Milestone 2: Milestone 3:
Resourcing						
To use a new classroom provision to provide more children with early education.	To extend the nursery classroom, offering more availability and providing more children with early education.	HF responsible to enhance this provision and provide learning opportunities. KF to oversee as EYFS lead.	Autumn 1 – to begin to organise and set up the areas of provision. End of Autumn 2 – classroom provision finalised and begin to use for interventions, small groups and overflow when needed.	Spring 1/2 – January intake. To make use of the new provision. Early Talk boost sessions and overflow if needed.	Summer 1/2 – April intake. To make use of the new provision. Early Talk boost sessions and overflow when needed.	Milestone1: Milestone 2: Milestone 3:
Pupil voice						
To monitor and support children's voice.	To provide circle times, social circles for the children to have the opportunity to have their voice heard and have an opinion.	HF to plan in circle times in relation to our topic. To promote children's voice and their confidence.	To engage in circle times using Jerry Cat and taking it in turns to talk. Transition – favourite colour, who lives in your house etc.	Early Talk Boost sessions up and running, small circle time to develop confidence.	Early Talk Boost sessions up and running, small circle time to develop confidence.	Milestone1: Milestone 2: Milestone 3:
Parental engagement						
To form positive relationships with parents and carers. To invite adults into school to take part in workshops.	To begin to form relationships with parents/carers through home visits and open days. To invite parents/carers into school for a parental engagement workshop.	HF to complete home visits and organise open days. HF to be involved in organising a parental workshop.	Autumn 1 – new children, home visits completed.	Spring 1 – new children, home visits completed.	Summer 1 – new children, home visits completed.	Milestone1: Milestone 2: Milestone 3:

Projected to be spent:	<input type="checkbox"/>					
Total Budget Allocated:	£800 (shared EYFS budget to liaise with KF before purchases)					

Written by – Hannah Fitzpatrick July 2021

Reviewed: Spring:

Summer:

